

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education

Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	Missouri Western State College		
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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	Missouri Western State College
Institution Code	6625
State	Missouri
Number of Program Completers Submitted	74

Number of Program Completers found, matched, and used in passing rate Calculations ¹	73				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Art: Content Knowledge	133	4			96	95	99%
Biology: Content Knowledge, Part 1	231	3			62	58	
Chemistry: Content Knowledge	241	1			15	14	93%
Elem Edu: Curriculum, Instruction, and Assessment	011	43	41	95%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	3			192	191	99%
Mathematics: Content Knowledge	061	1			97	91	94%
Music Education: Content Knowledge	113	9			124	124	100%
Physical Education: Content Knowledge	090	3			214	205	96%
Social Studies: Content Knowledge	081	5			276	270	98%
Spanish: Content Knowledge	191	1			30	27	90%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program							
<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>						
Institution Name	Missouri Western State College						
Institution Code	6625						
State	Missouri						
Number of Program Completers Submitted	74						
Number of Program Completers found, matched, and used in passing rate Calculations ¹	73				Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				10	9	90%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	73	71	97%	3275	3155	96%	
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				156	156	100%	

Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256	95%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	73	71	97%	3711	3575	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **515, (MoStep 2002 report, section 2-1.A)**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **123, MoStep 2002 report Addendum 2-2.A (pre-student teaching experiences not included)**

3. Please provide the numbers of supervising faculty who were:

11 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

12 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

7 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **30**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **4:1**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **35** hours. The total number of weeks of supervised student teaching required is **11**. The total number of hours required is **385** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

☒ Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

Table C-1		HEA - Title II 2001-2002 Academic Year						
Institution Name	Missouri Western State College			Alternative Program Completers				
Institution Code	6625							
State	Missouri							
Number of Program Completers Submitted								
Number of Program Completers found, matched, and used in passing rate Calculations ¹				Statewide				
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	
Professional Knowledge								
Academic Content Areas								
Art: Content Knowledge	133	2			8			
English Lang., Lit. and Comp. : Content Knowledge	041	2			3			
MS Social Studies: Content Knowledge	0089	1			1			
Physical Education: Content Knowledge	090	1			2			
Other Content Areas								
Teaching Special Populations								

<i>Table C-2</i>		<i>HEA - Title II 2001-2002 Academic Year</i>				
Institution Name	Missouri Western State College			Alternative Program Completers		
Institution Code	6625					
State	Missouri					
Number of Program Completers Submitted						
Number of Program Completers found, matched, and used in passing rate Calculations ¹				Statewide		
Type of Assessment ²	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate			

	<i>nt</i> ³	<i>nt</i> ⁴		<i>nt</i> ³	⁴	
Aggregate - Basic Skills						
Aggregate - Professional Knowledge						
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	6			43	43	100%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				15	15	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				1		
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵				59	59	100%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Missouri Western State College is a learning community focused on students as individuals and as members of society. Western offers students at all stages of life the opportunity to achieve excellence in the classroom and beyond, as they prepare to be leaders in their work and in their communities. As a leader itself, Western is committed to the educational, economic, cultural, and social development of the people and the region that it serves.

2. Educational Philosophy & Conceptual Frameworks

The following Conceptual Framework is a draft. Western Teacher Education faculty are in the process of conceptualizing a more expansive conceptual framework aligned to new institutional vision, mission, and goals.

Department/Unit Vision:

Western Teacher Education will set the standard for excellence in preparing our candidates to be effective classroom leaders and emerging school and community leaders.

Education Unit Mission:

The mission of Teacher Education at Missouri Western State College is to challenge, model, teach, and support our teacher candidates through the entire process of becoming classroom leaders who are able to meet the challenges of 21st century classrooms. Through authentic research and standards based curriculum that connects theory and practice; field supervision that informs the evolution of curriculum; vital partnerships with education stakeholders; a commitment to diversity; and an assessment system that informs program improvement, the Education unit will prepare teacher candidates for excellence and success.

Department/Unit Values/Beliefs:

1. **Teachers learn to teach by teaching** – teacher candidates should have rich experiences in actual classrooms and should be guided and supported by master classroom teachers and professional education faculty. Numerous other opportunities for authentic experiential learning should be embedded inside of on-campus coursework.
2. **Learning to teach is developmental** – curriculum and field experiences should be structured in such a way as to allow students to mature and grow into teacher knowledges, skills and dispositions.
3. **Theory and practice should be connected** – theory that is introduced in campus classrooms should be married with field experiences so that the former informs the latter and the latter illuminates the former. Thus, action and reflection play off of each other to contribute to thoughtful teacher candidates who are focused upon student learning. In addition, qualified Education Unit faculty members supervise and all Education Department faculty members supervise, resulting in superior teaching, supervision and program improvement.
4. **Collaboration is valued and experienced through multiple partnerships** – the teacher education department was birthed in collaboration and partnership with area teachers and administrators. This collaboration continues today at multiple levels including parents, teaching colleagues, area businesses and industries and school administrators.
5. **Our teacher graduates should make a difference** – our graduates should make a difference in the lives of their students through a positive effect upon student learning.
6. **Success is dependent upon relevancy that comes from continuous learning, future vision, the ability to embrace change and a community of trust** – candidates and faculty alike must: (1) be aware of current challenges facing education, (2) be actively engaged in continuous learning of research-based teaching and learning strategies, (3) be able to embrace change and evolve without losing critical values and beliefs, (4) demonstrate proficiency with educational technology, and (5) possess knowledge, skills and dispositions to effectively teach a diverse student population. In addition, core values and meaning must be shared among vital and effective faculty so that all are connected and empowered to reach their full potential.

Western Teacher Education faculty will be making substantive changes to the conceptual framework through summer 2003.

3. Program completers who teach in the private schools and out of state

Private Schools:

Out-of-State: